



# **St. Saviour's RC Primary School**

*Pray Together, Learn Together, Stronger Together in Jesus*



## **Local Offer 2017 to 2018**

### Inclusive Learning Statement

At St Saviour's School, alongside Quality First Teaching and a broad and rich curriculum offer, we may provide additional and different provision in order to support children with SEND. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality and personalized teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Our school has an inclusion team which consists of the support assistants working with SEND pupils and the Inclusion manager who is responsible for the management and/or support for identified pupils with SEND and leads learning and co-ordinates the strategic management and development of inclusion across the school, so that all pupils with a range of additional needs, including as identified English as an additional Language (EAL) pupils and able pupils, are well supported across the school to make very good progress. The Inclusion manager also coach and support teachers and others staff to enable them to provide appropriate assessment and focused provision for children in their class with SEND.

At St Saviour's we are committed to ensuring that:

- All interventions and provisions provided are personalized, in order to ensure highly differentiated curriculum support.
- We use rigorous systems to monitor pupil progress, aid academic and personal achievement and aim to remove any barriers to learning.
- Our staff follows tailored and universal continuous professional development programmes, in order to aid a structured whole school approach to learning.
- All pupils have equal access to a wide range of essential and/or appropriate resources.

*"The care, guidance and support for pupils are good. The school liaises very closely with specialists and outside agencies to find the right support for vulnerable pupils and those with particular special educational needs. The school is well resourced with stair lifts for pupils with disabilities."* OFSTED 2011

*'Under the current leadership, achievement in Key Stage 1 has improved...including for disadvantaged pupils, the most able and those with special educational needs and disabilities'.* OFSTED 2016

In order to foster a culture of lifelong learning, curiosity independent living skills in all of our learners, we may run alongside our universal curriculum, the following additional and different support for children with SEND:

<b>Communication and Interaction</b>	<b>Cognition and Learning</b>	<b>Social, Emotional and Mental Health</b>	<b>Sensory and Physical</b>
<ul style="list-style-type: none"> <li>• Learning support via our Inclusion team</li> <li>• Speech &amp; Language Therapy via Local Authority, TAs &amp; inclusion team</li> <li>• Small group phonic support</li> <li>• Outreach support via Autism outreach team based at Drumbeat school / Personalised social stories</li> <li>• Inclusive learning environment</li> <li>• Language monitoring systems upon entry to Reception</li> <li>• Visual Timetables, Communication Cards and alternative means of communication (PECs) used.</li> <li>• Individual workstations as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning support via our Inclusion team</li> <li>• Specific Learning Difficulties Outreach advisor support and assessment.</li> <li>• Educational Psychology advisor and support via Local Authority</li> <li>• Targeted level 6 groups for more able learners</li> <li>• Letters and Sounds based Phonic programme</li> <li>• Literacy &amp; Numeracy programmes followed</li> <li>• 1:1 Targeted Reading from TA's &amp; Volunteers alongside Teacher support in Guided Reading Sessions</li> <li>• Diagnostic tools used to assess and support</li> <li>• Personalised arrangements for SATs and transition.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning support via our Inclusion team</li> <li>• Social skills group support</li> <li>• Outreach behaviour support via New Woodlands School</li> <li>• Target Family Support referrals and guidance</li> <li>• CAMHS specialist support via NHS</li> </ul>	<ul style="list-style-type: none"> <li>• Learning support via our Inclusion team</li> <li>• Occupational Therapy and Physiotherapy via Local Authority, TAs &amp; inclusion team</li> <li>• Mobility and care plan management</li> <li>• Liaison with a range of medical professionals as needed</li> <li>• Sports Coach programme</li> <li>• Medical care plan assistance via School Nursing Team or the family GP</li> </ul>

## The Waves of intervention at St Saviour's RC Primary School

**Wave 1:** Quality First Teaching provides a graduated response to each child dependent on the level of need.

**Wave 2:** Small group support (Intervention support) for those pupils who are achieving below age expected levels

**Wave 3:** Focused, individualised programmes for pupils working well below age expectation

Teaching Approach:	Whole School Approach Quality 1 <sup>st</sup> Teaching (Wave 1 intervention)	Targeted Support For Individual or small groups (Wave 2 intervention)	Specialised Intervention for those with additional Needs (Wave 3 intervention)
	<ul style="list-style-type: none"> <li>• Access to a varied and stimulating curriculum</li> <li>• Use of individualised teaching approaches according to need</li> <li>• Hands on learning on school trips</li> <li>• Good use of visual and practical learning</li> <li>• Remove all potential barriers for all pupils while also providing support for pupils during learning activities</li> <li>• A range of technology to support and aid highest quality teaching</li> <li>• Consideration of differing culture and beliefs</li> <li>• Setting groups with other children</li> <li>• Small guided groups</li> <li>• Opportunity for guided and independent work</li> <li>• Opportunities to develop positive self-esteem, independent learning, enabling pupils to exercise choice, involvement in decision making</li> <li>• Collaboration with secondary school</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics groups support</li> <li>• Targeted 1:1 reading support</li> <li>• Reading groups support</li> <li>• Targeted Writing groups support</li> <li>• Targeted Literacy groups support</li> <li>• Targeted Maths groups support</li> <li>• Handwriting groups support</li> <li>• Good communication with parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Provision Maps</li> <li>• Assessment and advice</li> <li>• Appropriate resources as and when required</li> <li>• 1:1 support for children with EHCP if required</li> <li>• Regular communication with Parent/Carers</li> <li>• Communications with appropriate outside agencies when required</li> <li>• TAC/TAF meetings when necessary</li> <li>• Annual Review meetings where necessary</li> </ul>

<b>Communication and Interaction Needs:</b>	<b>Whole School Approach ( Quality 1st Teaching) Wave 1 intervention)</b>	<b>Targeted Support For Individual or small groups Wave 2 intervention)</b>	<b>Specialised Intervention for those with additional Needs (Wave 3 intervention)</b>
<ul style="list-style-type: none"> <li>• Speech, Language and Communication</li> <li>• Autistic Spectrum Disorder</li> </ul>	<ul style="list-style-type: none"> <li>• AS ABOVE+</li> <li>• Drama/ Role play</li> <li>• Outside theatre groups/shows and workshops</li> <li>• A range of technology to support learning</li> <li>• Outside learning activities/ areas to support environmental learning</li> <li>• Arts week</li> <li>• Puppets</li> <li>• Full inclusion in all school assessment and tasks</li> <li>• Clear verbal instructions / explanations which can be simplified along with visual or concrete support</li> <li>• Visual timetable</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Speaking and Listening groups with S &amp; L Therapist for targeted pupils</li> <li>• Language for Thinking Groups</li> <li>• PECS / Symbols</li> <li>• Communication boards</li> <li>• Referral to parent support organisations (as required)</li> <li>• SENCO observation and assessment</li> <li>• Additional ICT-IPad use of audio / visuals</li> <li>• Parent dialogue with SENCO/Inclusion Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Speech &amp; language assessment and advice</li> <li>• Speech &amp; language sessions at kaleidoscope</li> <li>• 1:1 Speech &amp; Language support with S &amp; L therapist</li> </ul>

<b>Cognition and Learning:</b>	<b>Whole School Approach ( Quality 1<sup>st</sup> Teaching) Wave 1 intervention)</b>	<b>Targeted Support For Individual or small groups Wave 2 intervention)</b>	<b>Specialised Intervention for those with additional Needs (Wave 3 intervention)</b>
<ul style="list-style-type: none"> <li>• Moderate Learning Needs</li> <li>• Specific Learning Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Use of individualised teaching approaches according to need</li> <li>• Hands on Learning</li> <li>• School Trips</li> <li>• Good use of visual and practical learning</li> <li>• Remove all potential barriers for all pupils while also providing support for pupils during learning activities</li> <li>• Appropriate quality resources</li> <li>• Positive learning environment</li> <li>• A curriculum delivered appropriate to the expected benchmarks for their age group and understanding</li> <li>• Access to a full and broad</li> </ul>	<ul style="list-style-type: none"> <li>• Letter and Sounds based Phonic programme</li> <li>• SENCO observation / assessment</li> <li>• Diagnostic tools used to assess and support pupils in reading, literacy and numeracy</li> <li>• Targeted 1:1 reading support from TAs and volunteers alongside teacher support in Guided Reading Sessions Targeted group support in Reading, Writing and Maths</li> <li>• Targeted Level 6 groups for the more able learners</li> <li>• Personalised arrangements for SATs and transition for year 6 pupils</li> <li>• Parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Provision Map (IPM)</li> <li>• Access to Specialist teacher advisors</li> <li>• Application for Educational Health Care Plan if necessary</li> <li>• Personalised programme and advice from Educational Psychology Team via Local Authority</li> <li>• Personalised arrangements for transition support for year 6 pupils</li> <li>• Specific Learning Difficulties Outreach advisor</li> <li>• SENCO assessments and monitoring to ensure appropriate intervention and access to learning</li> </ul>

	<p>curriculum delivered</p> <ul style="list-style-type: none"> <li>• Consideration of home, cultural, language and heritage</li> <li>• Promotion of a positive attitude and resilience towards behaviour</li> <li>• Motivation to help build self-esteem, increase concentration</li> <li>• Lessons</li> </ul>	discussions with SENCO	
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<b>Sensory and Physical Needs:</b>	<b>Whole School Approach (Quality 1<sup>st</sup> Teaching) Wave 1 intervention)</b>	<b>Targeted Support For Individual or small groups Wave 2 intervention)</b>	<b>Specialised Intervention for those with additional Needs (Wave 3 intervention)</b>
<ul style="list-style-type: none"> <li>• Hearing Impairment</li> <li>• Visual Impairment</li> <li>• Multi-Sensory Impairment</li> <li>• Physical needs</li> <li>• Medical needs</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school approach</li> <li>• Sports coach</li> <li>• After school clubs</li> <li>• Outside play areas/ swimming</li> <li>• A fully inclusive and differentiated class/ curriculum approach according to individual needs</li> <li>• Audit of environment to consider adaptations (as required)</li> <li>• Modification of organisation, routine and environment</li> <li>• Access to a base for specialist therapy if required</li> </ul>	<ul style="list-style-type: none"> <li>• Small group handwriting practice (In class)</li> <li>• Extra 1:1 /small group activities</li> <li>• Targeted small group/ Individual intervention to address specific needs such as self-help skills, touch-typing and independence</li> <li>• Social skills support</li> <li>• Physical aids where necessary or where advised by specialists</li> <li>• Parents/carers discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Occupational Therapy and Physiotherapy via Local Authority</li> <li>• Support from ASD specialists via Local Authority</li> <li>• Liaison with a range of medical professional as needed</li> <li>• SENCO assessments and monitoring to ensure appropriate intervention and access to learning</li> <li>• 1:1 support if required</li> <li>• Individual Provision Map (IPM) as needed</li> <li>• SENCO to lead provision</li> <li>• A place for time-out or exercise if necessary</li> <li>• Learning support via our inclusion team</li> <li>• Sports Coach programme</li> <li>• Mobility and care plan management</li> <li>• Extra support and access to appropriate ICT interventions if needed</li> </ul>

Social, Mental and Emotional Health:	Whole School Approach (1 Quality 1 <sup>st</sup> Teaching) Wave 1 intervention)	Targeted Support For Individual or small groups Wave 2 intervention)	Specialised Intervention for those with additional Needs (Wave 3 intervention)
<ul style="list-style-type: none"> <li>Moderate learning Needs</li> <li>Severe Learning Needs</li> <li>Bereavement</li> <li>Family Stress</li> <li>Relationship Breakdown</li> </ul>	<ul style="list-style-type: none"> <li>All pupils can confidently grow in a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual respect and understanding</li> <li>Small group activities to address needs</li> <li>Opportunities for children to talk about any fears, confusion and guilt</li> <li>Opportunities for children to meet adults they can trust and to participate in activities where they can meet other children</li> <li>Provision to explain and discuss about events and circumstances surrounding parental mental health problems</li> <li>Continuity of care and minimal disruption of routines during a crisis</li> </ul>	<ul style="list-style-type: none"> <li>Regular monitoring and learning mentor input</li> <li>Behaviour charts/ logs when necessary</li> <li>Lunchtime Club</li> <li>Social skills group or 1:1</li> <li>Parent/carers discussion with SENCO</li> </ul>	<ul style="list-style-type: none"> <li>Learning support via out inclusion team</li> <li>Completion of CAF to access appropriate support</li> <li>Application for an Educational Health Care Plan</li> <li>1:1 support</li> <li>Full inclusion in all school assessments and tasks</li> <li>Outreach behaviour support via New Woodlands</li> <li>Target Family Support referrals and guidance</li> <li>CAMHS specialist support via NHS</li> <li>St Christopher's</li> <li>Candlelight</li> <li>SENCO assessments and monitoring to ensure appropriate intervention and access to learning.</li> <li>TAC/TAF meetings to further monitor support</li> </ul>

## **The Commonly Asked Questions**

*How do will the school know if my child needs additional help?*

Children may be identified as having SEND through a variety of ways including the following:

- Liaison with previous school/setting
- Child performing below age expected benchmarks
- Concerns raised by parents
- Through termly Pupil Progress meeting held between teachers/SENCO and the Head Teacher
- Concerns raised by teacher, for example, behaviour or self-esteem if affecting performance
- Liaison with external agencies
- Health diagnosis through paediatrician/doctor

As a school we measure children's progress in learning against National Guidelines and Expectations for all age groups.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery or Reception through to year 6, using a variety of different methods including National expectation guidelines and the Foundation Stage Profiles.

Children who are not making expected progress are picked up through our termly Pupil Progress review meetings with the class teacher, SENCO and Head Teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

*What should I do if I think my child may have special educational needs?*

Please talk to us – First of all, speak with your child's class teacher and if you require more information contact our SENCO/Inclusion Manager- Ms Sandra Tavernier or the Head Teacher- Mr Dean Houson. We are open and honest with parent/carers and hope that they are able to do the same with us.

*How will School staff support my child?*

Our SENCO/Inclusion Manager Ms Tavernier will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a learning support assistant (LSA) working with your child either individually or as part of a small group. If this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

*How will the curriculum be matched to my child's needs?*

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean in a lesson there would be three different levels of work set for the class. However, on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access the same lesson and learn at their level.

*How do we know if the support or strategies used have had an impact?*

In school, we use the Target Tracker System online objectives or IPMs (Individual Provision Maps) to set targets and review progress. We can use these targets to monitor pupils' progress academically against national/age related expected benchmarks and update and adjust the individual provision Maps according to individual need. This may involve updating into smaller steps or using a different approach to ensure progress is made. Children may move off of the SEND register when they have 'caught up' or made sufficient progress.

*How will I know how my child is doing and how will you help me to support my child's learning?*

The class teacher will meet with parents at least three times a year (this could be as part of Parents' evening) to discuss your child's needs, support and progress. For further information the SENCO is available to discuss support in more detail.

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

- Your child may have an IPM or the objectives from the Target Tracker will be broken down by the class teacher and set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the targets by the time it is reviewed.
- An Intervention list is in place to track and monitor the progress of all children receiving interventions support including those on the SEND register.
- If your child have complex needs they may have an EHCP (Education Health Care Plan), which means that a formal Annual Review will take place yearly to discuss your child's progress. A report will then be written to include new information. This can also be done at a six monthly interim if changes to circumstances occur or concerns arise.

### *How will my child be able to contribute their views?*

We value and celebrate each child being able to express their views on all aspects of school life. Therefore, we will always seek to obtain the views of the child, whether via themselves or the parent/carer of the child.

Children who have IPMs (Individual Provision Maps) as well as all the pupils on the SEND register will have their targets discussed at the pupil progress meetings with the class teacher, the head teacher and the SENCO. Further discussions with the TA delivering the intervention, class Teacher and the SENCO will also take place, where necessary.

Pupil questionnaire where we actively seek the viewpoints of children especially concerning, being able to speak to an adult if they have a worry. If your child has an EHCP their views will be obtained prior to the date of their annual review.

### *What support will there be for my child's overall well-being?*

We are an inclusive school and under the guidance of our catholic faith, we welcome and celebrate diversity. All staff appreciates the importance of children having high self-esteem in order to achieve positive well-being.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents/carers' first point of contact. If further support is required the class teacher can liaise with the SENCO/Inclusion manager for further advice and support. This may involve working alongside agencies such as Health and Social Services and/ or the Behaviour Support Team.

The school has a policy regarding the administration and managing of medicines on the school site. Parent/carers need to contact the school office to discuss this and if agreed complete a form: [Parental Agreement for School Administer Medicines](#)'.

This may include medicine for life threatening conditions or require for a long term illness such as asthma, sickle cell and severe allergies. In such cases a 'Care Plan' may be put in place according to the directions of the School Nurse or doctor.

School will generally not take responsibility for other medicines such as cough medicines; however, we may be able to administer prescribed medicines following discussions with parent/carers.

The SENCO via The New Woodlands Team will provide learning mentor support for children in overcoming any difficulties that are getting in the way of the learning. The support each child gets will depend on their individual needs.

- Children referred to the New Woodland Team may have difficulties with; feelings, making friends, social skills, behaviour or home issues
- Children may come out of class to work 1:1 or in a small group with an experienced adult
- There is very good communication with all staff in school, parent/carers, pupils and outside agencies including social services and the police
- Supporting parent/carers to gain access to learning
- Help parent/carers to access areas of health needs

### *What specialist services and expertise are available at or accessed by St Saviour's RC Primary School?*

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Local Authority Health, School Nurse, General Practitioners, CAMHS ( Child & Adolescents Mental Health Service), Paediatricians, Occupational Therapists, The Speech & language Therapy Service and New Woodlands Outreach Service. We also work with Social Care including Drumbeat ASD Services, Early Help, Targeted Family Service and the Education Psychology Service. Should your child require any form of involvement with an outside agency, the SENCO/Inclusion Manager would seek to meet with parents/carers to discuss the concern. The SENCO/Inclusion Manager will always obtain permission from parent/carers before contacting any other agency in pursue any kind of professional intervention.



*What training have staff had or going to have?*

- The SENCO, Ms Tavernier, is a qualified Special Educational Needs Co-ordinator
- Most of our LSA team have had training in reading, spelling /phonics and maths programmes
- The school also has LSAs who have had Speech and Language Therapy training, Supporting Pupils with Autism Training, Lego Therapy training and Attention & Listening Skills training.
- All TAs have regular training in First Aid
- All our staff have had training in Safeguarding
- Handwriting skills training
- Good Communication in the Classroom training

As a staff we have regular training and updates of SEND conditions, Medication use and Resources /Interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

*What are the Governors responsibilities?*

We currently have a named Governor: Mrs Linda DeMarquis involved in both SEND and Inclusion. This governor regularly meets with the SENCO Inclusion Manager and will update on changes, needs in school, current concerns and budget. The Governors are then also able to agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

How will my child be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

*How accessible is the school environment?*

St Saviour's is mostly situated on one floor and can be accessed by a wheelchair. However, where there are stairs to the SENCO's office and to the school library, stair lifts have been fitted to enable accessibility. We also have three disabled toilets. Any other resources needed for access may be assessed by OT and Physiotherapy in order for us to ensure ease of access and safety for all.

The school is able to liaise with the Language Service who can at times assist us in supporting our families with English as an additional language.

*How do we support children joining us and those leaving us with transition?*

We encourage all new children to visit the school prior to starting when they will be shown around the school and any concerns can be addressed. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

We may need to write a 'Social Story' to ease the transition for pupils with high anxiety and communication difficulties. School / Parents may also feel the need to arrange several transition meetings / sessions between the schools in order to alleviate pupil concerns.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an EHC Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

## **In Reception:**

There are induction events during the summer term for all children who are joining the Foundation Stage in September.

The reception class teacher/ teaching assistants will arrange individual home visits.

## **Year 6:**

The year 6 teacher and / or SENCO will discuss the specific needs of your child with the SENCO/Inclusion Lead of their secondary school.

Your child will take part in focussed learning about aspects of transition to support their understanding of the changes ahead.

Where possible your child will visit their new school on several occasions and in some cases, the new school will visit your child at St Saviour's.

Many of our 'feeder' secondary schools run a programme specially tailored to aid the transition for the more vulnerable pupils.

*How are resources allocated and matched to children's special educational needs?*

We ensure that all children who have Special Educational Needs and/or Disabilities are met to the best of the school's ability with the funds available. We will often allocate Learning Support Assistants who are funded by the SEN budget to deliver programmes designed to meet groups of children's needs. The school receive an additional amount of funding if your child requires an EHC Plan because he/she has a higher level of need.

*How is the decision made about what type and how much support my child will receive?*

The class teacher alongside the SENCO/Inclusion manager will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

*What support is there for improving behaviour, attendance and avoiding exclusion?*

As a school we have a very positive approach to all types of behaviour with a clear system that is followed by all staff and pupils. If a child has behavioural difficulties the child will go on a weekly behaviour sheet to monitor behaviour. If the behaviour persists, an Individual Behaviour Support Plan is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. In cases of severe behaviour which threatens the safety of the child, pupils and adults we are able to access specialist support from the New Woodlands Team. Incidents involving children with persist behavioural difficulties are logged in the safeguarding folder on the school's harddrive.

After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance of every child is monitored on a daily basis by the Admin team. Lateness and absence are recorded and reported to the SLT (senior Leadership Team) and the Head teacher. We work closely with the local authority Attendance officers. Good attendance is actively encouraged throughout the school and rewarded on a termly basis. Families who struggle with attendance and punctuality are met and supported by the school to improve attendance and punctuality. We have had many successes where families were struggling with lateness but are no able to get their children into school on time.

*Who can I contact for further information?*

Your main point of contact would always be the class teacher and then following this you may need to speak to the SENCO/Inclusion manager.

*What should you do if you feel that the Local Offer is not being delivered or is not meeting your child's needs?*

First point of contact would be the child's class teacher to share your concerns. You could also arrange to meet our SENCO/Inclusion Manager or the Head teacher Mr Dean Houson.

In this instance you can contact the school Admin office to arrange a meeting?

### How is the Local Offer reviewed?

This Local Offer will be reviewed annually to reflect the changing needs of the children who join and are developing in our school. Part of this review process will involve contributions from parents. All parent/carers of children with SEND are invited to specially arranged SEN meetings with the SENCO/Inclusion Manager and the Head teacher to help us match our local offer to the needs of their child.

Some of our current external Agencies

<b>Speech and Language Therapy Team (SALT)</b>	<b>Education Psychology Team</b>	<b>Drumbeat ASD Support Team</b>	<b>Occupational Therapy (OT)</b>	<b>The New Woodlands Team</b>
<p>School currently have S&amp;L (Thomasin Brooker) who comes into school every second half term. The support from the therapy service may include the following:</p> <ul style="list-style-type: none"> <li>• Discussion and advice on activities you can use at home.</li> <li>• Assessing pupils' individual communication needs and supplying school/ home with an individual SALT plan identifying targets to be worked towards.</li> <li>• Providing advice, games and activities for school/or home to work on with the children.</li> </ul>	<p>School currently have an EP (Dr Sam Weld) who comes in twice a term to assess and work with pupils who are experiencing persistent learning difficulties. The support from the EP service may include the following:</p> <ul style="list-style-type: none"> <li>• A full diagnostic of the child's learning difficulties.</li> <li>• Working with the child to identify key strategies to improve learning.</li> <li>• Meet with parent/carers to discuss advice and support at both school and home.</li> </ul>	<p>School currently have an ASD specialist (Tracey Chamberlain Emma Donovan-Brown) who comes in twice a term to assess and work with pupils experiencing complex difficulties. The support from the ASD specialist may include the following:</p> <ul style="list-style-type: none"> <li>• A full diagnostic of the child's ASD difficulties.</li> <li>• Working with the child to identify key strategies to improve learning.</li> <li>• Meet with parent/carers to discuss advice and support at both school and home.</li> </ul>	<p>The SENCO can refer pupils to the OT team as and when necessary). Can provide an outreach support service to help support schools in developing children with sensory and physical health needs.</p>	<p>School currently has a behaviour specialist (Eva Rinaldelli-Tabaton ) Can provide an outreach support service to help support schools in developing children with social and emotional difficulties. They also support year 6 pupils with transition concerns to secondary school.</p>

<b>Access to Supportive Environment</b>		
<b>Physical</b>	<b>Virtual</b>	<b>Learning</b>
<ul style="list-style-type: none"> <li>• Safeguarding procedures in place</li> <li>• DDA compliant</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding procedures in place</li> <li>• Education City Home Learning</li> <li>• E-safety /CEOP training provided for staff and learners</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding procedures in place</li> </ul>
<p><b>Unique &amp; different specialist school service offering</b></p> <p>Hyper link to photo gallery book of: outdoor learning areas, group spaces, clubs on offer in school and evidence book of the above</p>		
<p><b>Universal Parent Liaison Offering</b></p> <ul style="list-style-type: none"> <li>• Open days for parents and prospective parents</li> <li>• Parent evenings with learning targets sheets</li> <li>• Contact books for some children</li> <li>• Weekly behaviour sheets if needed</li> <li>• Arranged meetings with the SENCO</li> <li>• St Saviour's FOSS (Friends of St Saviour's)</li> <li>• Parents' coffee mornings</li> <li>• Parent workshops</li> <li>• End of year reports</li> </ul>		

**Caveat and Disclaimer**

*Due to the personalised and highly differentiated nature of our support for learners with SEND, the above programmes are subject to change.*

*Not every intervention will be available to every child with SEND. Allocation of specialist services and intervention will be dependent on need, funding and specialist teacher/service availability.*